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actively engaged in hypnosis research or application, it should be required reading. The field has been critically analyzed; shortcomings of current knowledge are frankly pointed out; but above all, the challenge and promise of future research involving hypnosis is clearly conveyed.

"Undoubtedly one of the major contributions to the hypnosis literature."

— ERIKA FROMM, The University of Chicago

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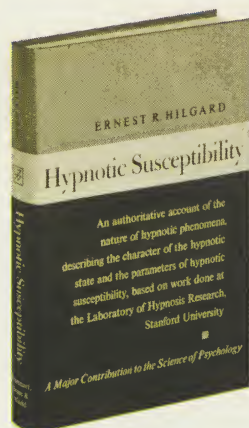
Hypnotic Susceptibility

by Ernest R. Hilgard

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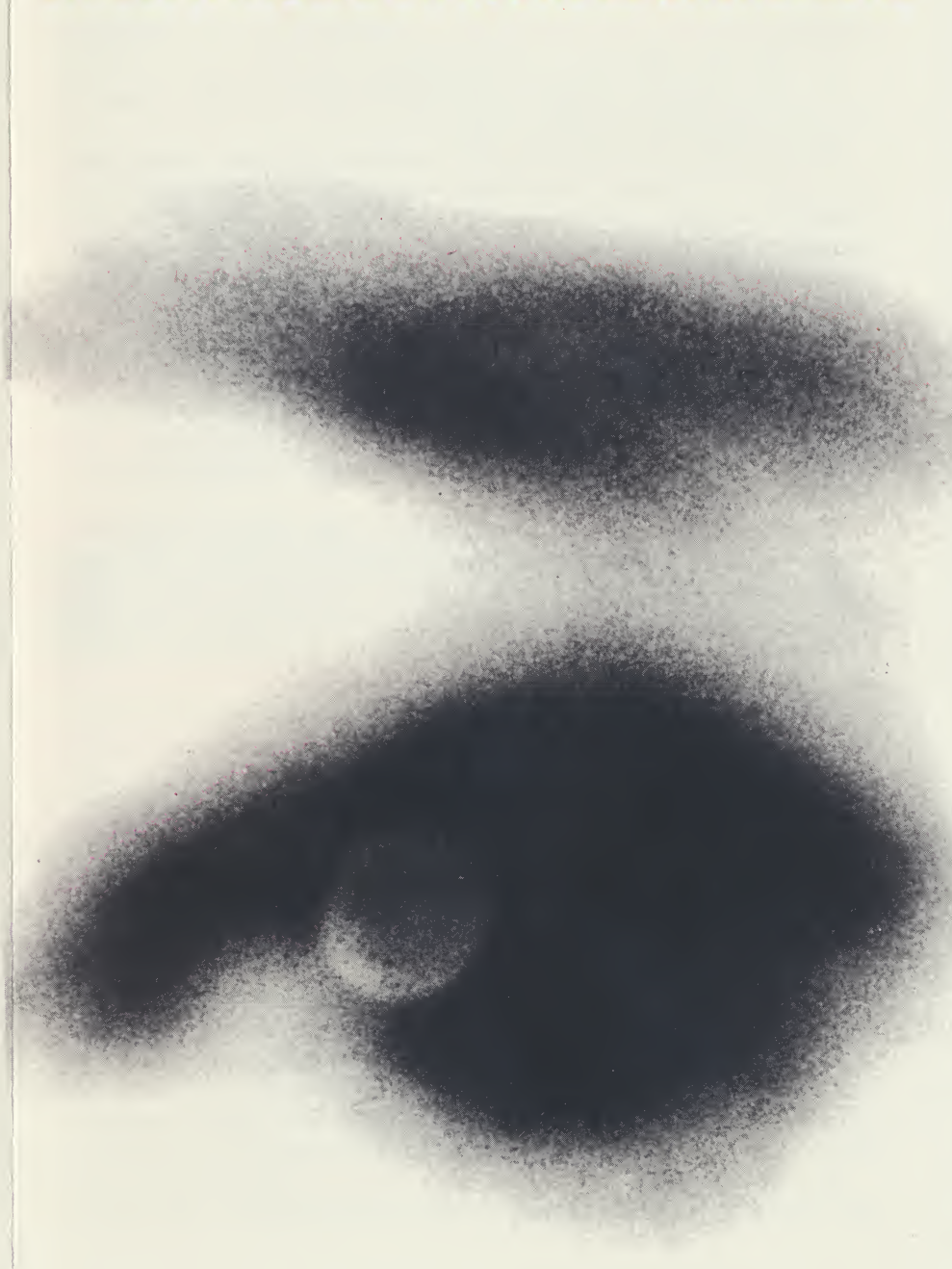
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ernest r. hilgard on hypnotic phenomena



a review by GERALD S. BLUM
Professor of Psychology
The University of Michigan

The title of **HYPNOTIC SUSCEPTIBILITY** is deceptively modest. Although individual differences in susceptibility to hypnosis are his central theme, Ernest R. Hilgard has produced the most lucid account of hypnotic phenomena available to date.

Those familiar with Hilgard's earlier writings on learning, or his widely read text for introductory psychology courses, will not be surprised by a similarly masterful eclectic treatment. Nevertheless, hypnosis is a very elusive topic and the execution of a comprehensive, objective, thought-provoking evaluation — even if the performer is an eminent general psychologist — must be viewed as an awesome feat of the waking state.

HYPNOTIC SUSCEPTIBILITY, carefully organized and clearly written, is divided into five main parts covering *the nature of hypnosis, representative hypnotic phenomena, individual differences as revealed by the Stanford Hypnotic Susceptibility Scales, parameters of hypnotizability, and theories of hypnosis*. These vary in technicality and will appeal differently to different classes of readers.

Everyone, from interested professionals in other fields to workers in hypnosis, should find the first two parts especially informative. Here the author demonstrates his consummate skill in identifying crucial issues, reviewing impartially the existing evidence, and forming the most plausible conclusions or alternatively, where conclusions are premature, stating the most fruitful hypotheses for further investigation.

Hilgard chooses to define hypnosis in terms of its salient characteristics. The hypnotized individual loses initiative and lacks the desire to make and carry out plans on his own. He attends selectively, focusing on what the hypnotist tells him. Visual memories from the past seem more available, and dreamlike fantasies commonly occur. Reality testing is reduced to the extent that gross distortions, like hallucinations, are experienced and accepted uncritically. He is more suggestible than usual, and can readily adopt complex roles assigned to him. Finally, he is capable of posthypnotic amnesia.

Part I goes on to discuss skeptical attitudes toward hypnosis which have arisen as a consequence of some recent studies. The effects of hypnotic induction are next discussed in detail. (It should be stressed in this connection that the book does *not* purport to serve as a guide for the practice of hypnosis or its many applications.) This section concludes with an historical account of attempts to measure hypnotic susceptibility.

The second section of **HYPNOTIC SUSCEPTIBILITY** systematically treats the classical hypnotic phenomena — muscular feats, analgesia and halluci-

nations, hypnotic dreams, heightened memory and age-regression, post-hypnotic amnesia and other responses, distortions of meaning and affect — in a more objective context than heretofore. Each is examined quantitatively for its occurrence in the Stanford sample of subjects, including distributions according to scores on the specially devised susceptibility scales.

A more technical description of the painstaking efforts to develop these scales for assessing hypnotizability is presented in Part III. Researchers with a psychometric orientation will be impressed by the sophisticated approach to knotty measurement problems.

Part IV pursues the parameters of susceptibility, *i.e.*, the individual characteristics and circumstances which correlate with hypnotizability. Hilgard finds that children in the age range of 8 to 12 respond more readily to suggestions, there are no appreciable sex differences, and no diagnostic categorization (normal, neurotic or psychotic) either precludes or guarantees susceptibility. Inventory items which probe "hypnoticlike" experiences outside hypnosis, such as sleepwalking or staring blankly into space, tend to correlate positively with scores on the hypnotic scales but the magnitude of relationship is not high.

The last chapter in Part IV is written by the author's wife, Dr. Josephine R. Hilgard, a psychoanalyst, who conducted interviews with the students in the research sample before and after their hypnotic sessions. It is an insightful case-study approach to the problem of personality and hypnotizability. Special attention is given two separate "paths" into hypnosis: one followed by individuals who become easily absorbed in reading novels and adventure stories, the other by "space travelers" who seek adventure in noncompetitive activities such as skiing or skin-diving, or in mental explorations with drugs, ESP, fortune tellers, and the like.

Hypnotic susceptibility in relation to theory is covered in Part V. Current views of hypnosis are first surveyed briefly and then the author describes his "developmental-interactive" theory of susceptibility. *Developmental* propositions, relating to childhood experiences, assume that all normal infants are born with the potential to develop the ability for profound hypnotic experiences. *Interactive* propositions deal with the relationship between hypnotist and subject. There are also *state* propositions, which indicate that hypnosis is not to be identified with suggestibility in general, nor is hypersuggestibility a necessary feature of the trance. The hypnotic state is said to be characterized by various partial dissociations.

HYPNOTIC SUSCEPTIBILITY is highly recommended to workers in any field of mental health where hypnosis is even of passing interest. For those
(continued on back page)

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patterns of mothering



a statement by
RENÉ A. SPITZ, M.D.
author of *The First Year of Life*

Psychoanalytically inspired studies on infancy which are based on the direct observation of a number of infants large enough to permit generalizations and even a classification are rare. Observations on the oral stage and their discussions have only recently begun to be added to the much more numerous publications on the oedipal, on the phallic and the anal stages.

Sylvia Brody's book is a decisive contribution to our knowledge on earliest infancy both from the observational and from the theoretical viewpoints. Most of its chapters can be read with profit by the intelligent layman. Yet the sophisticated psychoanalyst will find food for thought in the theoretical parts and plenty of information in the observational ones.

The sober title of this book, **PATTERNS OF MOTHERING**, does not prepare the reader for the author's sensitivity and empathy. Her ability to convey to the reader the living presence of the 32 mothers, interviewed and observed with their infants, is extraordinary. The person of the mother and the behavior of the child come alive to an unusual extent, and so does the circular process between the two.

Studying these case histories, which the author modestly calls "an initial step into a new territory," contributed a wealth of information for my own work on the development of earliest object relations; **PATTERNS OF MOTHERING** could justifiably be called a primer of mother-child relations. One would be inclined to speak of a new technique for the study of infant development, were it not for the feeling that the special gifts of the author will not be easily duplicated by others.

Yet my use of the word *empathy* should not be misunderstood; the observations are carried out in a spirit of commendable scientific detachment, which obviously is a prime requirement for a study such as the author has undertaken. Suspension of judgments is a *sine qua non*; and nowhere in these case histories will one find explicit value judgment of an emotional nature on the mother's behavior or the children's appeal.

To do justice to the many interesting and new aspects of **PATTERNS OF MOTHERING** is not possible in a review. I will confine myself to two points which, because of their novel approach, are of particular interest to me and will, I believe, evoke discussion.

In a thoughtful and provocative theoretical chapter, the author challenges the prevailing concept of primary autonomy. She restricts it to neuroanatomy and maturational processes. She postulates that primary autonomy represents a "readiness." This readiness can only begin to become effective in function of a counterpart in the environment — we might call it environmental compliance. She believes that the form the autonomous functions will assume is heavily predicated on the measure and on the mode of the facilitations offered by the environment or of the inhibitions imposed by it. This is a proposition with which I wholeheartedly concur. It introduces a developmental dynamism into the somewhat undynamic concept of maturational primary autonomy.

Another point which impressed me with its originality is to be found in the chapter in which she offers a convincing explanation of the varieties of maternal attitudes by relating them to the three stages in the fantasy, "*A Child Is Being Beaten.*" The author postulates with great plausibility that the mother's unconscious attitude to her child will be most clearly expressed in the way she is able to respond to the changing provocations offered by the successive maturation of the three erotogenic zones. The way the mother deals with the child's phallic strivings or with his training in anal cleanliness or with his oral needs, will tell us how she has dealt with her own partial drives.

Consequently, it also tells us how she can relate herself to the partial drives of the child. Of the three erotogenic zones it is the oral development of the child which involves the mother most deeply through the actual physical stimulation of her own erotogenic system. It is this relationship which Sylvia Brody examines in minute detail in the mirror of the behavior of the mother, in that of the child, and in their mutual and ongoing responses to each other.

PATTERNS OF MOTHERING *will be as stimulating for the advanced professional, be he a psychiatrist, a psychoanalyst, a pediatrician, a psychologist or a social worker, as it will be for the beginner in these fields.*

It is an important contribution to our fund of knowledge on early infancy and it adds new viewpoints to the further studies of the significance of the mother-child relations for the patterns in which the personality will develop. It will be of great value for the teacher who wishes to expound and exemplify the elements constituting the world of the infant and the forces that shape the foundation of his personality.

— Condensed from Dr. Spitz's *Introduction*

Alternate Selection:

Patterns of Mothering

by Sylvia Brody

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Introduction, by RENÉ A. SPITZ, M.D.

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“The careful and detailed research on which this study reports is bound to stimulate all those whose interest touches upon the problem of the interaction between mother and infant. The results gain in relevance through the fact that the interpretation of data is successfully linked to a detailed discussion of psychoanalytic concepts.”



— ERNST KRIS

Child Study Center

Yale University School of Medicine

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— DAEL WOLFLE, *Executive Officer*
American Association for the Advancement of Science



When THE INTELLIGENT MAN'S GUIDE TO SCIENCE was originally published in two volumes, the publishers and the author, Isaac Asimov, quite naturally expected the book to go out of date — but they reckoned without the swift pace of advancing scientific knowledge.

What has been the most authoritative, complete, and general survey of the state of man's knowledge in the physical and biological sciences rapidly fell behind in the light of the revolutionary discoveries and the significant advances in these fields. There was, for example, no mention of "quasar," "genetic code," "laser," or "xenon fluoride," to name but a few words that are common scientific terms in 1965.

To bring his work once again abreast of the newest advances in science Isaac Asimov has made a thorough revision of his original books — a complete reworking to include the exciting and important new scientific breakthroughs of the past five years.

In THE NEW INTELLIGENT MAN'S GUIDE TO SCIENCE, quasars — which are smaller than any galaxy but larger than any star, and the brightest most distant objects we know — are discussed in detail in Asimov's new treatment of the universe. Asimov also describes and discusses exploding galaxies, X-ray stars, and a host of other provocative new radioastronomical evidence that is revitalizing speculation about the origin and nature of the universe.

In his treatment of the Earth, Dr. Asimov includes the latest discoveries in the science of oceanography: his chapter devoted to the physics of the atmosphere contains the most up-to-date findings of rocket research. New discoveries about the so-called "inert gases" — which proved to be not inert after all, new theories on the internal



structure of protons and neutrons, and new material on solar cells and fuel cells, and on masers and lasers are also included.

Asimov reports on the newest work on the intricate structure of the protein molecule and includes a vast and fascinating array of information about the genetic code — the manner in which DNA brings about the synthesis of specific proteins.

"New" is the word to describe Asimov's information: the newest findings on possible mechanisms for the origin of life; the data sent back by Mariner II about Venus; the new photographs taken of the moon by Ranger VII; new million-year-old fossils of early man from East Africa; new experiments on the connection between nucleic acid molecules and memory, and on imprinting and other intriguing aspects of the complex of the mind.

The result of Asimov's labors is that THE NEW INTELLIGENT MAN'S GUIDE TO SCIENCE, in one handsome volume, is 20 per cent larger than its two-volume predecessor. It includes over 70,000 words of added material that interprets the most challenging discoveries of the vital world of science right up to the time of going to press.

So much for what is new. For the rest, the book remains — like all of Asimov's work — a continuously fascinating, readable and sound contribution to our total understanding of science, written by a wide-ranging scientist with an enthusiastic interest and a keen and penetrating insight. THE NEW INTELLIGENT MAN'S GUIDE TO SCIENCE reveals Asimov at his very best — erudite, lucid, witty and discerning — with his rare ability to impart his own understanding, enthusiasm and insight to the reader.

If you already know the excitement of Asimov's beautifully clear writing from any one of his more than thirty volumes on science alone, you will need no introduction to this, his latest work, which is certain to rank as a milestone in writings on science. If you have yet to experience the very pleasurable discovery of this master of scientific communication, let Asimov's THE NEW INTELLIGENT MAN'S GUIDE TO SCIENCE bring you that pleasure.

**a statement by George W. Beadle
Nobel Laureate in Physiology and Medicine, 1958,
and Chancellor of the University of Chicago**

Why should the intelligent man want to know about science?

As Professor Asimov says, man wants to know and understand everything possible simply because he is born with curiosity — a curiosity more highly developed and more persistent than that of any other species on earth. His indulgence in satisfying this curiosity, plus his ability to remember, reason, and communicate, has made possible his entire culture, which of course includes science.

What are the laws by which the heavens go about their ceaseless business? What are the ultimate particles of which the universe is built, where do they come from, how do men probe their mysteries? What is life? How does it evolve? Does it exist on Mars — or elsewhere in the universe? These are but a few of the countless questions that man in his insatiable curiosity asks about himself and the universe in which he lives.



There is the same satisfaction in knowing and understanding science that there is in knowing and understanding religion, history, art, music, or literature. It is one of the ways of appreciating order and beauty — the order and beauty of nature. The purpose of science is to find this order, by searching for basic knowledge.

Our textbooks, like teachers, too often serve merely as sources of facts. Scientists have earnestly sought to explain modern science through their nontechnical writings; however, they often lack communication skills at the desired level. Professional science writers, on the other hand, not infrequently lack the requisite understanding of the subject matter. What we need are more of the rare persons who combine extraordinary writing ability with wide knowledge and understanding of science. Thomas Henry Huxley; the eloquent and effective champion of Darwinism, was such a man. His many writings have become classics, well worth reading or rereading today. But the Huxleys, like the master teachers, are uncommon.

Professor Asimov is one of the rare ones. He knows and understands science in both its history and its substance, and he writes about it simply, clearly, and with infectious enthusiasm. He is classified professionally as a biochemist — a person who investigates the chemistry of living things like viruses, tomato plants, or guinea pigs. But his knowledge and interest extend far beyond biochemistry to all the main areas of modern science.

I hope THE NEW INTELLIGENT MAN'S GUIDE TO SCIENCE will find a place on the shelves of the home and school libraries of America and beyond, and that it will be widely read in many nations. Those who read it should find in it both intellectual satisfaction and enjoyment.

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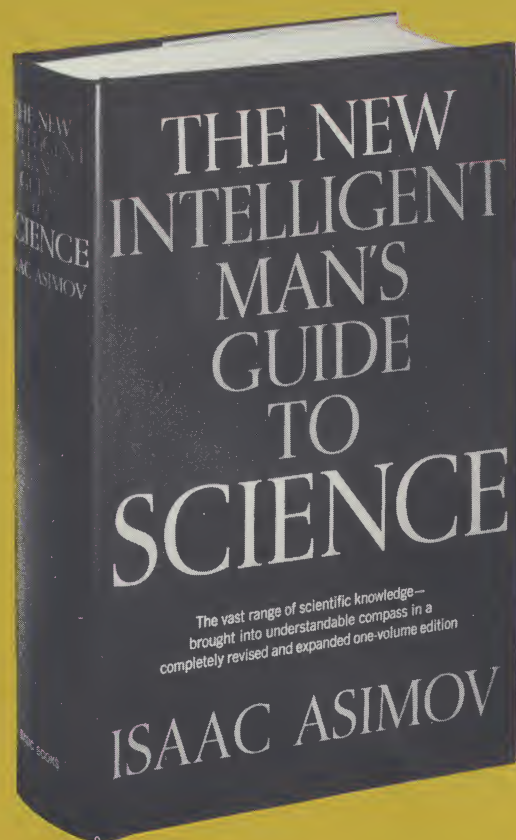
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writing in Science

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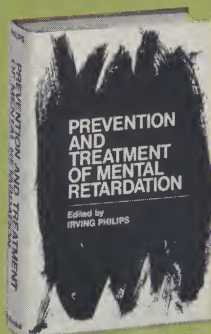
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Edited by Irving Philips, M.D.

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PREVENTION
AND
TREATMENT
OF MENTAL
RETARDATION

Mental retardation is a field which has recaptured the interest both of professionals in the mental health sciences and of large numbers of people outside these disciplines, the impetus having been largely supplied by the late President Kennedy. As a result, research and investigation into the problems of retardation is being pursued with renewed vigor. The number of workers moving into the field, among all the behavioral sciences, is expanding rapidly.

A need has developed for an authoritative, comprehensive overview of the many aspects of retardation, and for the task of preparing such a work Dr. Irving Philips has assembled an impressive array of leading specialists. The product of their collaboration is **PREVENTION AND TREATMENT OF MENTAL RETARDATION** — an important new handbook covering all major areas of approach to the study of the subject.

This enormously useful book truly blankets the field, providing detailed coverage of every aspect of retardation — from diagnosis to the legal status of the mental retardate. Emphasizing clinical issues, the twenty-five contributors — including representatives of psychiatry, psychology, neurology, pathology, sociology and social welfare, as well as of pediatrics, genetics, biological chemistry, education, vocational rehabilitation, public health, and law — expertly survey the major principles and problems in working with the retarded and bring the reader up to date on the latest advances in the field.

The organization of **PREVENTION AND TREATMENT OF MENTAL RETARDATION** follows a logical progression, divided into five main sections covering *diagnosis, emotional impact, prevention, comprehensive care, and community aspects of mental retardation*. Underlying the several papers is the unifying theme of striving for the “common goal of satisfying and fruitful living for the retarded.”

As Dr. Philips states in his deeply impassioned *Preface*: “It is hoped that these chapters will stimulate new and better programs as well as influence presently operating ones to provide the help that the individual retarded person needs if he is to develop his intellectual and social potential and become a member of the community with a feeling of self-worth, dignity, and productivity.”

PREVENTION AND TREATMENT OF MENTAL RETARDATION begins most appropriately with an historical survey by Dr. Paul F. Cranefield. Dr. Cranefield finds that no systematic discussion of mental deficiency appears in the medical literature until well into the sixteenth century, and he proceeds to trace our modern knowledge from the work of Para-

celsus (ca. 1530). Current concepts of mental retardation are next examined in a highly illuminating interdisciplinary review by Drs. Julius B. Richmond and Sterling D. Garrard. They estimate that *as many as 50 percent of the cases of retardation may stem from preventable causes*, and they suggest that efforts at preventive approaches be organized on a broad front.

Dr. Nathan Malamud, in discussing *The Neuropathology of Mental Retardation*, distinguishes four fundamentally different types of disorders resulting in retardation: malformations, destructive processes, metabolic disorders, and neoplastic disorders. He defines each type on the basis of its physical characteristics, examines the relative percentage of each in the population, and offers each category as a model for research into specific causes and mechanisms.

In a particularly instructive article on *Developmental Problems of the Mentally Retarded Child*, Nancy Bayley raises the question of retardation based on what she calls “environmentally inappropriate” conditions. Reviewing findings from the Berkeley Growth Study, and from other significant research projects, she emphasizes the importance of the emotional climate in which the infant develops. Further, she points out the necessity of understanding the child’s needs and abilities, and of encouraging rather than punishing or ignoring behavior that could lead to further achievement. The second and third years of life are stressed as the period in which the establishment of object-relations and of free interpersonal communication are crucial.

Other critical issues are examined by equally prominent authorities in their respective fields: Robert W. Day on *genetic counseling and eugenics*, editor Irving Philips on *mental retardation and emotional disorder*, Donald Stedman on *programs for the retarded*, Elizabeth M. Boggs on *legal aspects of mental retardation*, and sixteen other outstanding specialists on their own areas of particular interest. Each discussion is made all the more useful by an extensive bibliography which accompanies the text.

In a 1963 message to Congress, President Kennedy observed: “*The care and treatment of mental retardation and research into its causes and cures have been too long neglected.*” He added: “*It strikes our most precious asset — our children.*” **PREVENTION AND TREATMENT OF MENTAL RETARDATION** is an indispensable guide for anyone interested in the problems of the mentally deficient. It offers the most complete survey yet attempted of this increasingly important area of study.

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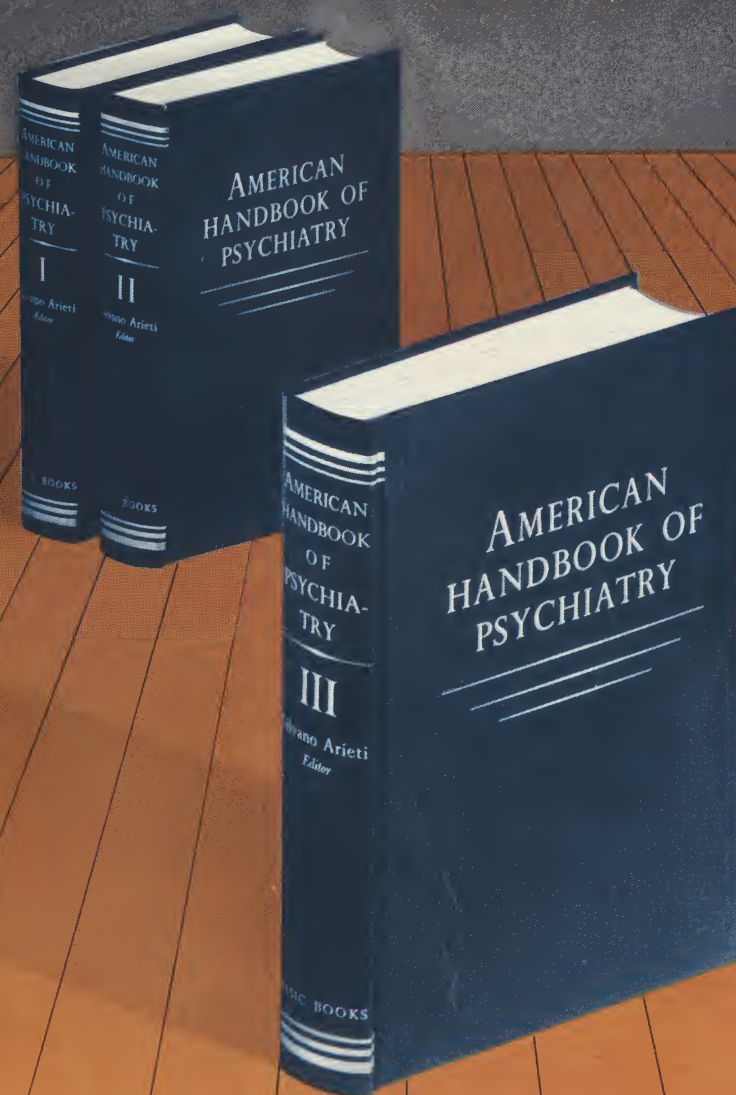
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AMERICAN HANDBOOK OF PSYCHIATRY, Volume III, is the Main Selection of The Behavioral Science Book Service.

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The data-base of clinical psychiatry is proportional to the scope of its sphere of influence and the extent of its professional boundaries. In the past twenty-five years, clinical psychiatry in America has moved from an almost exclusive preoccupation with the parochial problems of the in-patient care of psychotic patients to an intimate involvement in a vast network of social institutions that are concerned with the complexities of human relations. This has generated vast amounts of factual information and theoretical hypotheses at an exponential rate of growth.

Every aspect of behavior in its gross and subtle cognate forms has come within the purview of modern psychiatry. Therefore, the complete psychiatrist's repertoire must include a working knowledge of the norms as well as the vagaries of human behavior as they are displayed in various social contexts.

The enormity of this task has been a limiting factor of crucial proportions. Among other partial solutions there have been the logistical ones. Prominent among these is the trend to formal and informal subspecialization. However, an untoward consequence of an attempt to restrict one's professional domain to a more narrow field is that subspecialization inevitably engenders parochialism. And the history of psychiatry is a stark testament to the alienation of professional parochialism.

If clinical psychiatry is to remain a viable generic specialty with insights of relevance for the subspecialties dependent upon it, it cannot be constrained by the limited resources of a single data-bank. The short-term benefits gained from such reliance is the high cost of professional isolationism.

Clinical psychiatry is not unique in its efforts to resolve this dilemma. It is a problem shared in common with the entire scientific community, inundated as it has been by an incredible information explosion. Lacking the facility provided by ready access to an on-line, computer-based, psychiatric information system, there is no alternative recourse but that provided by an encyclopedia.

The trove of encyclopedic information made available now in an updated form by the AMERICAN HANDBOOK OF PSYCHIATRY is the single best reference source (solution!) for all the mental health professions. Its one hundred and fifty-nine authors have insured the reader of a synoptic view of present-day clinical psychiatry as a

generic discipline. Moreover, the editorial design and the style of the individual presentations makes the HANDBOOK a model of concise, lucid, authoritative opinion. The authors and the subjects selected by the Editorial Board obviously have been chosen with the clear intent of having the HANDBOOK reflect the eclectic state of present day psychiatry.

Volume III follows a pattern established by its predecessors. The fifteen main Parts of Volumes I and II are supplemented by the six additional Parts of Volume III: *Clinical Studies, Aspects of Psychotherapy and Psychoanalysis, Biological Studies and Artificial Syndromes, Biochemical Psychiatry, Psychiatry and the Community and Conceptual Psychiatry.*

Each chapter of this third volume presents in outline form a separate facet of the global picture of clinical psychiatry, circa 1966.

A reviewer of an encyclopedia is hard pressed to single out for special mention any one or even several topical areas from such a wide range. The impression one gathers from reading a 741-page supplement to a two-thousand page condensation of the essence of psychiatric information is aptly expressed by applying to the contents of the AMERICAN HANDBOOK OF PSYCHIATRY an observation of Ludwig von Bertalanffy ("General System Theory and Psychiatry," Volume III, Part Six, Chapter 43, page 716): "... without falling into the trap of 'nothing-but' philosophy and disparaging other conceptions — a system theory of personality provides a sound basis for psychology and psychopathology".

Volume III of the AMERICAN HANDBOOK OF PSYCHIATRY does just that. In the overall, it is a systems approach to what ultimately will emerge as a periodic table of psychiatries. This is implicit in the contents of Volume III.

Brill's contribution to the taxonomy of psychiatry ("Classification and Nomenclature of Psychiatric Conditions," Chapter 1) is an exegetical comment on the first six parts of Volume I. Chess' "Psychiatry of the First Three Years of Life" (Chapter 2) highlights much of the material of Part Six, Volume I. Boggs and Jervis' chapter on the "Care and Management of the Retarded" brings up to date Jervis' earlier Chapter 63 — "The Mental Deficiencies." Similarly, Volume III includes a more sharply focused consideration of

such issues as depersonalization, neurotic aggression, suicide, sadism and masochism that are alluded to in Volume I as component elements of specific syndromes.

Most of Part Two of the present volume is a rich expansion of the basic descriptive material contained in Parts Nine and Ten of Volume II ("The Psychotherapies," "Psychoanalytic Therapies"). Two chapters are devoted to the *British Schools of Psychoanalysis* — those that depend largely on the clinical formulations of Melanie Klein and W. R. D. Fairbairn.

The seven chapters of Part Three — "*Biological Studies and Artificial Syndromes*" — contain a wealth of information garnered from recent studies that shed much light on the significant biological and neurophysiological substructures and mechanisms of behavior.

Since the publication in 1959 of the first two volumes there has been much ferment in the subspecialty fields of psychopharmacology and neurochemistry. The three chapters contributed by Drs. Durell and Schildkraut, Malitz, and the late Paul Hoch, organize this important body of information.

Of course, the institutional innovation of community psychiatry deserves the prominent attention it gets in Part Five — "*Psychiatry and the Community*." Nine chapters are devoted to a detailed survey of all the operations brought to public attention by the enactment of Public Law 88-164.

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The great French encyclopedia edited by Diderot and D'Alembert took as a basis for its revolutionary contributions Bacon's classification of science. Collectively they extended the scientific horizon of Bacon's time to a point where the outlines of another new science could be dimly perceived. The editors of the *AMERICAN HANDBOOK OF PSYCHIATRY* have done well to emulate that same synoptic approach to a body of knowledge.

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SILVANO ARIETI, M.D., a practicing psychiatrist and psychoanalyst, is Professor of Clinical Psychiatry, New York Medical College; Training Analyst and Supervisor at the William Alanson White Institute; and Training Analyst, Comprehensive Course in Psychoanalysis, New York Medical College. Dr. Arieti is Chairman of the Publications Review Committee of the American Psychiatric Association and a Past-President of the William Alanson White Psychoanalytic Society.

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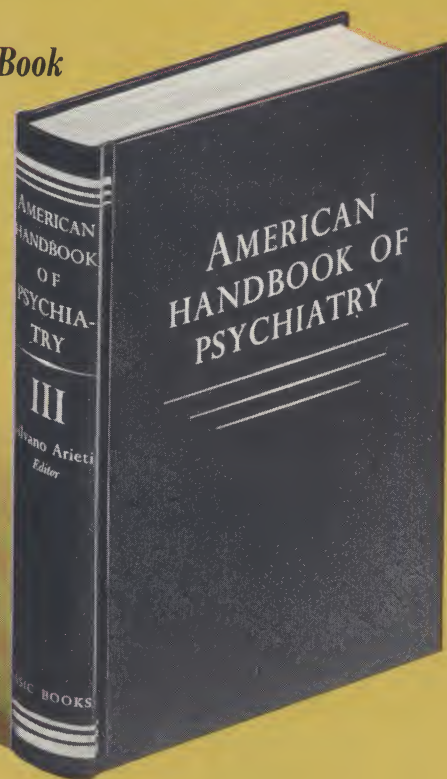
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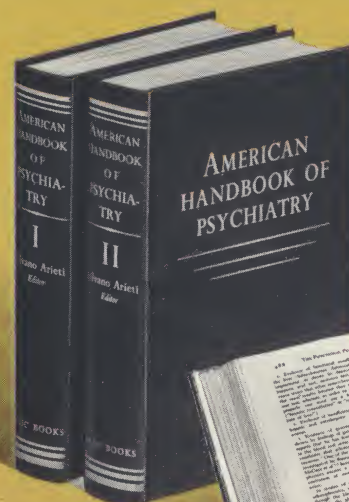
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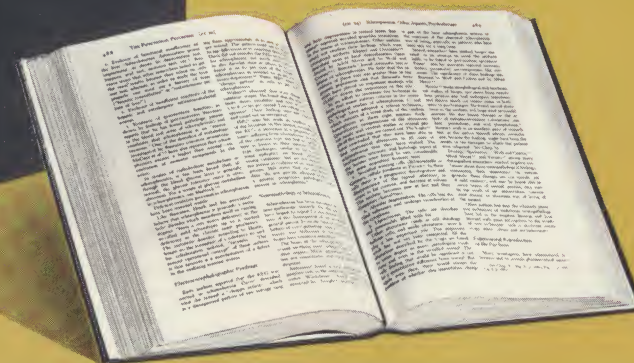


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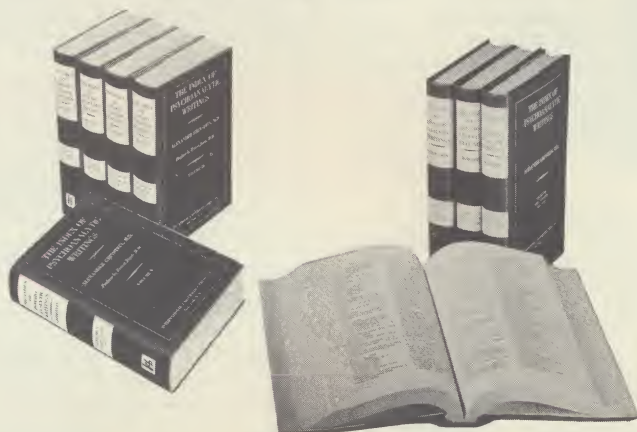
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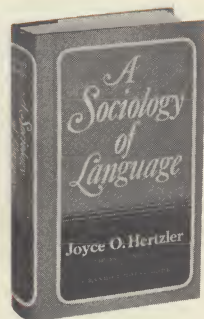
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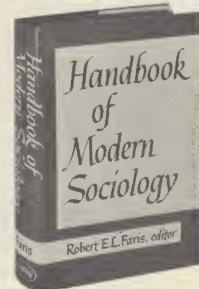
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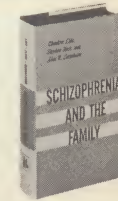
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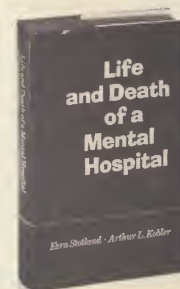
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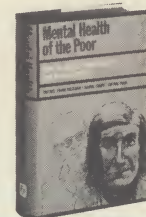
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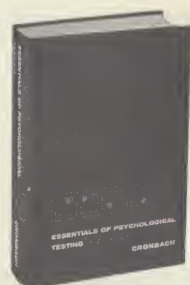
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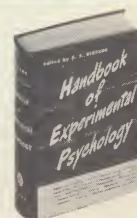
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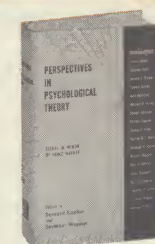
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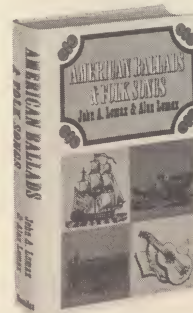
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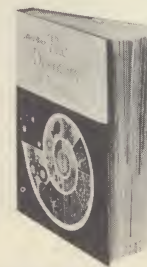
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